

Cedar Crest College
CREATIVE DRAMA IN EDUCATION
THS/EDU – 335, 535
Section 70, Type 2

(3 Credits)
Course Syllabus
Fall 2009

Instructor: Erik Honsel, M.Ed.

Adjunct Faculty

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Required Text:

McCaslin, Nellie (2000). *Creative Drama in the Classroom and Beyond*.

Course Description:

This three-credit course is designed to demonstrate through theory, practical applications and experimental projects the uses and implementation of creative drama strategies in any elementary or secondary school curriculums. Classes will consist of mini-lectures, discussions, and active participation in a variety of creative drama activities. The theories of Nellie McCaslin and other Theatre-in-Education specialists in the forefront of creative drama will be discussed, analyzed, and put to practical use.

Course Objectives:

Creative Drama in Education is a powerful tool in making learning dynamic, interesting and hands-on. Researchers, such as Howard Gardner, tell us that children learn best when they are actively engaged in their learning. This course will help you learn and use educational strategies to integrate into an elementary and/or secondary curriculum. It was also enable you to release your creativity to make learning fun.

Course Outcomes and Assessment Measures:

Upon completion of this course, students will be able to ...

- (1) Learn and use a variety of drama strategies throughout the curriculum.
(*Practical classroom activities, dramatic lessons plans.*)
- (2) Structure and teach a creative drama activity / lesson. (*Teaching of lesson and grade appropriate dramatic lesson plans.*)
- (3) Develop and implement a “drama structure plan” that will integrate one or several areas of the curriculum. (*Creating a dramatic unit based on a novel or topic of study.*)
- (4) Demonstrate and effectively communicate the theories and importance behind Creative Drama in Education. (*Reflective journal and other writing assignments.*)
- (5) To become aware of the human condition and how kids relate to their world.
(*Reflective journal, writing assignments, and classroom discussions.*)

Attendance Policy:

Because of the interactive nature of this course, attendance and participation are vital to the learning process. Students can earn attendance and participation points.

Each unexcused absence will result in a loss of professionalism attendance points. The instructor reserves the right to determine the legitimacy of an unexcused absence. If there are too many absences, the instructor will request that the student withdraws from the course or issue a failing grade for the course.

Academic Honesty and Classroom Protocol:

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Please be advised:

1. Assignments and papers must be submitted to the instructor on the due date to receive full credit for the work. Grades will be lowered 5 points for each day they are overdue.
2. Students who are absent from class on the day is made or explained are responsible for obtaining the assignment(s) from a classmate. Any student who **misses two unexcused** classes cannot expect a grade higher than a B.
3. Students requiring accommodations due to special needs should meet with the instructor during the first week of class so accommodations can be made promptly.
4. Assignments must be typed or legibly written.
5. According to CCC, students must take the Final Exam on the assigned date that is listed in the college course book.

Course Requirements and Grading:

1. Professionalism: **(15 points)**
2. Journal / Reading & Writing Assignments: **(30 points)**
3. Dramatic Lesson Plan(s) Unit: **(40 points)**
4. Teaching of a lesson from dramatic lesson plan. **(15 points)**

TOTAL NUMBER OF POINTS: 100

Grade / point breakdown:

95-100	A
94-90	A-
89-86	B+
85-81	B
80-78	B-
77-75	C+
74-71	C
71-70	C-
69-65	D
below 65 points	- F

REQUIRED ASSIGNMENTS:

The following activities will serve as vehicles to complete the objectives of this course. There will also be room for other creative drama activities based on class room instruction, readings, and experiences.

1. Journal and writing assignments to be given by the instructor.
2. Students will use the creative drama process, create and write a detailed lesson centering on a poem and/or literature of your choice.
3. Write a detailed lesson based on a short children's story or part of a novel/curriculum topic.
4. Create and implement a "dramatic structure plan" using an integrated curriculum.
5. Teach a creative drama lesson plan.

COURSE TIME SCHEDULE:

September / October: * Introductions, * Creative Drama, * Imagination
* Play, * Movement & Rhythm, * Pantomime
* Drama in Early Child Hood Education
* Puppetry & Mask Making
* Introduction to Role Play, * Improvisation

(Read Chapters 1 – 9)

November / December: * Exploring Social Issues thru Drama
* Creating Plays from other Sources, * Poetry
* Speech / Related Story-telling Activities
* Drama in the Special Education Classroom

(Read Chapters 12, 13, 14: Work on Unit. Read Chapters 15-21 accordingly)

Note: Syllabus is subject to change at the discretion of the instructor depending on the needs of the students.

